American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Civic Involvement*** Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.
Content Statement	***1. Opportunities for civic engagement with the structures of government are made possible through political and public policy processes.***

Content Elaborations

Political processes are related to the acquisition of governmental power and influencing governmental decision making. Public policy processes are related to the institutional actions and procedures involved with the government carrying out its functions.

Expectations for Learning

Devise and implement a plan to address a societal problem by engaging either the political process or the public policy process.

Instructional Strategies

Civic engagement provides opportunities to apply information literacy, problem-solving skills and communication skills in seeking resolutions for societal problems. Activities related to this instruction can be conducted over the length of the coursework so that students can integrate knowledge gained during the study of other topics.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Project Citizen, Ohio Center for Law-Related Education
http://www.oclre.org/ProjectCitizen/default.htm

Connections

Essential Questions

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Civic Involvement*** Students can engage in societal problems and participate in opportunities to contribute to the common good through governmental and nongovernmental channels.
Content Statement	***2. Political parties, interest groups and the media provide opportunities for civic involvement through various means.***

Content Elaborations

Political parties consist of organizations whose members hold similar views on public issues. Political parties seek to determine public policy through winning elections and having their members hold public office.

Interest groups consist of organizations whose members hold similar views on public issues. Interest groups seek to influence the making and execution of public policy by engaging in political and public policy processes.

Media are various means of mass communication with different audiences. Political parties and interest groups use media to influence the political and public-policy processes.

Expectations for Learning

Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.

Instructional Strategies

Have students view political advertisements (print or other media) from groups with different perspectives along the political spectrum and compare the advertisements on the basis of media techniques employed (e.g., card stacking, plain folk, testimonial) and the type of message (e.g., logical argument, ad hominem attack, positive image).

Diverse Learners

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Instructional Resources

Project Citizen, Ohio Center for Law-Related Education
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Connections

Essential Questions

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Civic Participation and Skills*** Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.
Content Statement	***3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.***

Content Elaborations

Researching a civic issue involves determining which sources of information are relevant to the task, identifying the perspective or position of each source and evaluating the credibility of the sources.

Public records can include sources such county tax records, a report issued by a state agency or the *Congressional Record*.

Surveys of public opinion could be conducted by students or could come from major polling organizations. Surveys also could consist of data collections pertaining to a public issue (e.g., a survey of waterway contamination resulting from the runoff of snow removal chemicals).

Research data comes in many forms and may originate with organizations ranging from universities to research institutes. Research into local issues can be conducted by students.

Advocacy groups (interest groups, lobbies) produce literature and maintain websites that outline their positions on public policy issues.

Instructional Strategies

Have students check for credibility of sources and alert them to instances of limited perspective or bias or when using information from advocacy groups.

Direct students to collect selections of information and opinion from various sources pertaining to a current issue. Have students work in small groups to determine the relevance each selection has to the issue and evaluate the credibility of each selection using a rubric (based on the list from content elaborations). Allow each group to select one member to report the group's finding to the entire class.

Obtain a recent Gallup Poll and its results on a current issue. Have students take the survey and then compare classroom results to national results. Conduct a debriefing exercise to offer explanations for similarities and disparities in the results.

Diverse Learners

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Extension Activity: Assign each student to collect selections of information and opinion from various sources pertaining to a current issue. Have students determine the relevance each selection has to the issue and evaluate the credibility of each selection using a rubric (based on the list from content elaborations). Have each student prepare a report summarizing his or her work.

Considerations involved with determining the credibility of sources include: • The qualifications/reputation of the writer and/or organization; • The circumstances in which the source material was generated; • Internal consistency and agreement with other credible sources; • Use of supporting evidence and logical conclusions; and • Evidence of bias or unstated assumptions. **Expectations for Learning** Prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (e.g., public records, surveys, research data, policy positions of advocacy groups), explain how each source is relevant, describe the perspective or position of each source and evaluate the credibility of each source.	**Instructional Resources** **Connections**
Essential Questions	

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Civic Participation and Skills*** Democratic government is enhanced when individuals exercise the skills to participate effectively in civic affairs.
Content Statement	***4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.***

Content Elaborations

Persuasion is a process of inducing others into accepting a point of view by means of reasoning and argumentation.

Compromise is a process of making concessions to settle differences.

Consensus building is a process of working toward achieving general agreement within a group.

Negotiation is a process of settling differences through a discussion of issues.

These processes come into play by varying degrees during activities related to governing.

Expectations for Learning

Identify a civic issue and explain how persuasion, compromise, consensus building and/or negotiation were used to resolve the opposing positions on the issue.

Instructional Strategies

Divide students into two groups. Allow the first group to engage in a discussion of how to resolve a contentious issue. Have students in the second group label individual index cards with the words *Persuasion*, *Compromise*, *Consensus Building* and *Negotiation*. Have the members of the second group serve as observers of the first group's discussion. As the dynamics of the discussion proceed, have individual members of the second group hold up one of the four index cards containing the word or words representing what process they see taking place in the first group's discussion at that time.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Basic Principles of the U.S. Constitution*** Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
Content Statement	***5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.***

Content Elaborations

Basic principles which help define the government of the United States include but are not limited to popular sovereignty, limited government, federalism, separation of powers, and checks and balances.

Popular sovereignty is the principle that governmental authority is derived from the people. Under this principle, government governs with the consent of the governed.

The principle of limited government holds that a government can only exercise the powers granted to it. Government must be conducted according to the rule of law.

Federalism is a system of government in which power is divided between a central authority and constituent units. Under the U.S. Constitution, this principle is reflected in the division of powers between the national government and the states.

The principle of separation of powers requires a distribution of governmental powers among independent branches. Each of the branches has a specific field of authority and unique set of responsibilities within the operation of the government.

Checks and balances constitute a system for controlling government power. Under this principle, the branches of government possess the ability to restrain certain actions of other branches.

These principles were introduced in grade eight.

Instructional Strategies

Cite examples from current events that illustrate applications of the basic principles that help define the government of the United States.

Diverse Learners

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Instructional Resources

National Constitution Center
http://www.constitutioncenter.org/

Connections

Expectations for Learning Explain in context one of the basic principles which help define the government of the United States.	
Essential Questions	

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Basic Principles of the U.S. Constitution*** Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
Content Statement	***6. The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.***

Content Elaborations

When the Constitution of the United States was before the states for ratification, various attempts were made to influence the ratification debates. The proponents of ratification became known as Federalists and the opponents as Anti-Federalists. Both sides prepared essays that outlined their arguments. The Federalist Papers and the Anti-Federalist Papers discussed key principles of government as they related to the circumstances of that time.

One key argument during the ratification debate concerned the extent of power that should be held by the national government. Federalists argued that the powers bestowed upon the national government helped to counteract the problems encountered under the Articles of Confederation. State sovereignty would have to give way in favor of the general welfare of the nation. In any case, according to the Federalists, federal power was defined and limited, while the states still held many residual powers. The Anti-Federalists responded that the truly important powers to govern had been delegated to the national government and that the states had little role other than to oversee the selection of federal officials. In addition, argued the Anti-Federalists, the "necessary and proper" and "supremacy" clauses rendered ineffective any limitations on the powers of the national government.

Federalists can be said to have won the overall debate on the basic principles of government with the ratification of the Constitution of the United States. Anti-Federalists did achieve some success with the limitations on government embraced by the Bill of Rights.

Instructional Strategies

Have students read excerpts from the Federalist Papers, No. 44, "Restrictions on the Authority of the Several States," and No. 45, "The Alleged Danger from the Powers of the Union to the State Governments Considered" as well as excerpts from the Anti-Federalist Papers, "A Consolidated Government is Tyranny" and "Federalist Power Will Ultimately Subvert State Authority." Conduct small-group discussions followed by a large-group discussion on the relative merits of the arguments set forth. Have students consider which side in this debate they support given present-day circumstances.

Diverse Learners

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Instructional Resources

The Library of Congress
http://thomas.loc.gov/home/histdox/fedpapers.html
Web access to the Federalist Papers can be found here.

The University of Tulsa
http://www.utulsa.edu/law/classes/rice/constitutional/antifederalist/antifed.htm
Web access to the Anti-Federalist Papers can be found here.

Connections

Expectations for Learning Cite arguments from the Federalist Papers and/or the Anti-Federalist Papers that supported their position on the issue of how well the Constitution upheld the principle of limited government.	
Essential Questions ***How does the principle of "limited government" have applicability in the 21st century?***	

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Basic Principles of the U.S. Constitution*** Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
Content Statement	***7. Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.***

Content Elaborations

The operations of government in the United States take place within a framework provided by the U.S. Constitution. However, the U.S. Constitution has been amended, interpreted, supplemented and implemented in a variety of ways.

The alternative processes for formally amending the U.S. Constitution are outlined in Article V of the document. Constitutional amendments have added to, modified, replaced and/or made inoperable provisions of the original document and previous amendments.

The U.S. Supreme Court, in deciding cases brought before it, has frequently interpreted provisions of the U.S. Constitution to clarify and extend their meaning. With its power of judicial review, the Supreme Court has also declared actions of the political branches and of the states to be unconstitutional.

The U.S. Congress, in enacting legislation, has provided details which build upon the framework of the Constitution. For example, civil rights acts and voting rights acts have provided specific directions in furtherance of constitutional principles.

Informal practices also have changed how constitutional government has been implemented in the United States. These practices are related to provisions in the Constitution, but venture into areas not specifically addressed in the Constitution. For example, legislative oversight of the executive branch grew in part out of Congress' need for information to help draft new legislation.

Instructional Strategies

Have students review the amendments to the U.S. Constitution and (as applicable) group the amendments based on the five principles which help define the government of the United States (see Content Statement 5).

Engage students in group discussions on how the Supreme Court cases listed in Instructional Resources below relate to the five principles and how the decision in each case impacted the applicable principle.

Diverse Learners

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Instructional Resources

Examples of the framers' original intentions as well as changes to the meaning and application of the basic principles defining the government of the United States can be found in conjunction with:

- Popular sovereignty – *Federalist* No. 39, Amend. 14 (definition of citizenship) and suffrage amendments, *Baker* v. *Carr* and *Reynolds* v. *Sims*, political parties, election procedures;
- Limited government – *Federalist* No. 44, Amendments 1 and 11, *Kelo* v. *City of New London, Connecticut;*
- Federalism – *Federalist* No. 45, Amend. 10, *Gibbons* v. *Ogden* and *McCulloch* v. *Maryland*, Force Bill (1833), use of federal grants and interstate compacts;
- Separation of powers – *Federalist* No. 47, *Myers* v. *United States*, *Buckley* v. *Valeo* and *Immigration and Naturalization Service* v. *Chadha*, legislative oversight; and
- Checks and balances – *Federalist* No. 51, War Powers Act of 1973, impoundment.

Expectations for Learning	National Constitution Center http://www.constitutioncenter.org/ **Connections** Instruction related to this content statement can be used to develop understandings related to the basic principles associated with Content Statement 5.
Select an example of how constitutional government in the United States has changed the meaning and application of any one of the basic principles which help define the government of the United States and summarize the nature of the change.	
Essential Questions ***How has constitutional government in the United States changed over time?***	

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Basic Principles of the U.S. Constitution*** Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
Content Statement	***8. The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.***

Content Elaborations

A key argument during the course of the debate over the ratification of the U.S. Constitution concerned the need for a bill of rights. Federalists pointed to protections included in the original document but Anti-Federalists argued that those protections were inadequate. To secure sufficient votes in the state ratifying conventions, Federalists pledged to offer a bill of rights once the new government was established. Massachusetts and Virginia, in accord with Anti-Federalist sentiments, went so far as to propose amendments to the Constitution, including amendments to protect the rights of citizens.

The amendments which were ratified in 1791 and became known as the Bill of Rights addressed protections for individual rights (Amendments 1 – 9). These amendments reflect the principle of limited government. The 10th Amendment also addressed the principle of limited government as well as federalism.

Expectations for Learning

Relate one of the arguments over the need for a bill of rights to the wording of one of the first 10 Amendments to the Constitution of the United States.

Instructional Strategies

Have students read excerpts from the Federalist Papers, No. 84, "Certain General and Miscellaneous Objections to the Constitution Considered and Answered," and the Anti-Federalist Papers, "On the Lack of a Bill of Rights." Conduct small-group discussions followed by a large-group discussion on the relative merits of the arguments set forth. Have students consider which side in this debate they support given present-day circumstances.

Diverse Learners

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Instructional Resources

The Library of Congress
http://thomas.loc.gov/home/histdox/fedpapers.html
Web access to the Federalist Papers can be found here.

The University of Tulsa
http://www.utulsa.edu/law/classes/rice/constitutional/antifederalist/antifed.htm
Web access to the Anti-Federalist Papers can be found here.

The Library of Congress
http://www.loc.gov/teachers/classroommaterials/lessons/bill-of-rights/
This lesson engages students in analyzing the Bill of Rights as a primary source, developing persuasive arguments, and gaining insight into the process by which the Bill of Rights was developed.

Connections

Essential Questions

How does the principle of "limited government" have applicability in the 21st century?

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Basic Principles of the U.S. Constitution*** Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
Content Statement	***9. The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.***

Content Elaborations

The conflict over slavery was a primary cause of the American Civil War. As the war came to a close, plans to "reconstruct" the rebellious states were instituted. The 13th Amendment, which abolished slavery, was not part of President Lincoln's original plan to readmit former Confederate states to Congress. Ratification of the 13th Amendment became a requirement under President Johnson's Reconstruction plan.

Once Southern state efforts to curtail the rights of freedmen became known, two further amendments were proposed. Ratification of these amendments became a requirement under the congressional plan of Reconstruction.

The 14th Amendment defined what persons were citizens of the United States and offered protection from state infringements on citizens' rights. It also revised the means for determining representation in the House of Representatives and included punishments for former Confederates and their states. The 15th Amendment extended the right to vote to citizens regardless of race, color or previous condition of servitude.

Expectations for Learning

Summarize how the 13th through the 15th Amendments addressed the aftermath of slavery and the Civil War.

Instructional Strategies

If needed, review the disputes between the presidency and Congress over Reconstruction to establish the context for the role of Amendments 13 through 15 in the efforts to restore former Confederate states to the Union.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Basic Principles of the U.S. Constitution*** Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
Content Statement	***10. Amendments 16 through 19 responded to calls for reform during the Progressive Era.***

Content Elaborations

The Progressive Era was a time of political, economic, and social reform in response to problems which emerged throughout the United States in the late 1800s. Progressive reforms began at the local level and gradually spread to the national level, including four constitutional amendments. These amendments addressed issues related to taxation, representation in Congress, alcohol use and suffrage.

Concerns over the usage of tariffs by the federal government and distribution of wealth in the country had been raised by the Populist Party. Progressives took up the call for reform and the 16th Amendment was passed to allow for a federal income tax. Critics of state politics viewed political party bosses and business leaders as having too much influence on state legislatures and their selection of senators. Amendment 17 provides for the direct election of senators by the people. Proponents of prohibition had for decades linked alcohol use to problems such as poverty and the destruction of family life. Efforts to ban the use of alcoholic beverages led to passage of the 18th Amendment. Another longstanding reform effort was focused on obtaining the right to vote for women. The 19th Amendment ended the denial of suffrage based upon the sex of a citizen.

Expectations for Learning

Summarize how the 16th through the 19th Amendments addressed the calls for reform during the Progressive Era.

Instructional Strategies

Diverse Learners

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Instructional Resources

Connections

Essential Questions

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Basic Principles of the U.S. Constitution*** Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
Content Statement	***11. Four amendments have provided for extensions of suffrage to disenfranchised groups.***

Content Elaborations

A recurring theme in amending the Constitution of the United States has been the extension of voting rights to more citizens. Over time, the fundamental democratic practice of voting has been made possible for different groups of people.

Amendment 15 prohibits the denial of suffrage to people because of race, color or previous condition of servitude. Amendment 19 prohibits the denial of suffrage on account of sex. Poll taxes disenfranchised the poor and were also used as Jim Crow legislation to deny the right to vote to African Americans. Amendment 24 prohibits the use of poll taxes in federal elections. Finally, as a result of many young men being drafted to fight in the Vietnam War, but not being able to vote, Amendment 26 extends the right to vote to citizens who are 18 years of age or older.

Expectations for Learning

Cite evidence to show that the Constitution of the United States has been repeatedly amended to extend suffrage to disenfranchised groups.

Instructional Strategies

Diverse Learners

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Instructional Resources

Connections

Instruction with this content statement can note previous references to Amendments 15 and 19.

Essential Questions

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Basic Principles of the U.S. Constitution*** Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
Content Statement	***12. Five amendments have altered provisions for presidential election, terms and succession to address changing historical circumstances.***

Content Elaborations

Constitutional provisions related to the executive branch of the federal government have been frequent subjects for amendment. The amendments have responded to events impacting presidential elections, terms and succession.

Amendment 12 altered the procedures of the Electoral College. The change allowed separate balloting for president and vice president to avoid a tie in electoral votes, as happened in the election of 1800.

The main provisions of Amendment 20 shortened the time between elections and when presidents and members of Congress take office. These changes reflected the improvements in transportation which allowed for easier travel to Washington and also reflected the desire to avoid "lame duck" periods in the transition from one administration or session to another.

Amendment 22 imposed a two-term limit on presidential terms. This amendment was passed following the four-term presidency of Franklin Roosevelt to institutionalize the two-term tradition established by George Washington.

Amendment 23 provided electors for the District of Columbia. The Electoral College was originally based upon electors representing states. As the population of the District of Columbia grew, it was decided that the residents there deserved to have the opportunity to vote for electors in presidential elections.

Presidential succession and disability were addressed by Amendment 25. Lyndon B. Johnson, who had a history of heart problems, took office following the assassination of

Instructional Strategies

Diverse Learners

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Instructional Resources

Connections

John F. Kennedy. As with other presidential successions, this left the office of the vice president vacant. The 25th Amendment clarified that a successor to the presidency was designated as President of the United States and included provisions for filling the office of Vice President. It also outlined procedures to be used in case of presidential disability. **Expectations for Learning** Explain the historical circumstances surrounding the adoption of constitutional amendments pertaining to presidential election, terms and succession.	
Essential Questions	

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Basic Principles of the U.S. Constitution*** Principles related to representative democracy are reflected in the articles and amendments of the U.S. Constitution and provide structure for the government of the United States.
Content Statement	***13. Amendments 11, 21 and 27 have addressed unique historical circumstances.***

Content Elaborations

Three amendments to the United States Constitution have come about due to particularly unique circumstances. One amendment addresses judicial power and another repeals a previous amendment. The most recent amendment took more than 200 years to be ratified.

The 11th Amendment was proposed in 1794, one year after the Supreme Court ruled in *Chisholm* v. *Georgia* (1793) that a lawsuit involving a state being sued by a citizen from another state could be heard in a federal court. Concerns over the extent of federal power led to the passage of this amendment, which limits the jurisdiction of the federal courts in cases of this type. The amendment repeals a portion of Article III, section 2, clause 1 of the Constitution.

Congress enacted the Volstead Act to implement the provisions of the 18th Amendment. Difficulties in enforcing the law led to widespread disregard for Prohibition and increased criminal activities during the 1920's. A successful 1932 Democratic Party campaign against Prohibition led to the proposal and ratification of the 21st Amendment, which repealed the 18th Amendment.

Originally proposed in 1789 to limit conflicts of interest among members of Congress in determining their own compensation, the 27th Amendment was not ratified with the 10 amendments known today as the Bill of Rights. Popular opposition to congressional pay raises in the 1980's renewed interest in the amendment and it was ratified in 1992.

Instructional Strategies

Have students research the arguments over limited government associated with *Chisholm* v. *Georgia*, the overreaching of Volstead Act provisions to include beer and wine, and the issues of increased congressional pay in the 1980s to set the context for the adoption of Amendments 11, 21 and 27.

Diverse Learners

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Instructional Resources

Connections

Instruction related to the history surrounding these amendments could be connected with the "Reading Standards for Literacy in History/Social Studies 6-12" in the Common Core State Standards for English Language Arts. Standard 1 calls for students in grades 11-12 to, "Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole."

Expectations for Learning Describe the unique circumstances surrounding the adoption of Amendments 11, 21 and 27.	
Essential Questions	

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Structure and Functions of the Federal Government*** Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.
Content Statement	***14. Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.***

Content Elaborations

Laws are rules recognized as binding and enforced by a government. Public policy consists of institutional actions and procedures pursued by a government in carrying out its functions.

The U.S. Constitution establishes roles for each of the three branches of government related to law and public policy. It assigns each branch special powers and responsibilities.

Laws are made by the legislative branch. Laws are enforced by the executive branch. Laws are interpreted by the judicial branch as it resolves disputes under the laws. The actions and procedures of all three branches establish public policy. These include:

- Legislative – conducting oversight investigations, instituting impeachment proceedings, ratifying treaties, passing resolutions;
- Executive – making rules and regulations, proposing the federal budget, recognizing foreign nations, issuing executive orders; and
- Judicial – issuing writs of certiorari, establishing judicial procedures, sentencing offenders, accepting amicus curiae briefs.

Expectations for Learning

Compare the powers and responsibilities of each branch of government as they pertain to law and public policy.

Instructional Strategies

Have students recognize each of the three branches as they are discussed in the media under various guises (e.g., executive branch – presidency, the administration, executive agencies, the White House; legislative branch – Congress, House of Representatives, Senate, legislature; judicial branch – Supreme Court, federal courts, the judiciary, appellate courts).

Have students prepare a graphic organizer (e.g., chart, diagram, photo display) to represent the powers and responsibilities of the three branches of government.

Diverse Learners

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Instructional Resources

The U.S. Government's Official Web Portal
http://www.usa.gov/Agencies/federal.shtml

Connections

Essential Questions

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Structure and Functions of the Federal Government*** Three branches compose the basic structure of the federal government. Public policy is created through the making of laws, the execution of the laws and the adjudication of disputes under the laws.
Content Statement	***15. The political process creates a dynamic interaction among the three branches of government in addressing current issues.***

Content Elaborations

Current issues are addressed by all three branches of the government as they make public policy. The interactions among the branches range from instances where they work in concert to instances involving the exercise of checks and balances. In this context, the political process becomes one of the branches exercising their powers to influence public policy.

The U.S. Constitution addresses the interaction among the branches of government with a system of checks and balances. Checks and balances include:

- Legislative on executive – veto override, impeachment of civil officers, Senate approval of appointments and treaties, raise and govern military forces;
- Legislative on judicial – creation of lower courts, determination of appellate jurisdiction of the Supreme Court, impeachment of judges;
- Executive on legislative – convene either or both houses of Congress, veto legislation;
- Executive on judicial – appoint judges, issue pardons and reprieves;
- Judicial on legislative – Chief Justice of the Supreme Court presides over impeachment trials for the president, interpret and apply laws; and
- Judicial on executive – judges not subject to removal by president, interpret and apply laws.

Instructional Strategies

Have students research an impeachment proceeding, a presidential veto or a law that has been overturned by the Supreme Court. Have students describe how each of these actions helped maintain a balance of power in the U.S. government.

Have students research the political processes which are addressing a current issue and choose a method to illustrate the interaction between at least two branches of government (e.g., the president delivering a stump speech to raise public demands for congressional action).

Diverse Learners

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Students could create a political cartoon, a photo with caption or a diagram to show the interactions among the branches of government.

Instructional Resources

The U.S. Government's Official Web Portal
http://www.usa.gov/Agencies/federal.shtml

Connections

The interaction among the three branches of government is impacted by factors such as: • Interest group involvement (e.g., proposing legislation, advocating rules, filing briefs); • Political party control of the executive and legislative branches; • Amount of public interest and nature of media coverage/commentary; and • Informal relationships among the members of each branch. **Expectations for Learning** Use historical or contemporary examples of interactions among two or three branches of the federal government to analyze the political dynamics involved.	
Essential Questions	

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Role of the People*** The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.
Content Statement	***16. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.***

Content Elaborations

People in the United States have claims to protection from government intrusion in certain aspects of their lives. These claims are called rights.

During the American Revolution, various state bills of rights were drafted. The original U.S. Constitution outlined many rights held by the people (see Art. I, sec. 9 and 10, Art. III, sec. 2, Art. IV, sec. 2). The federal Bill of Rights not only enumerates many rights, but other unstated rights are alluded to under the Ninth Amendment. The U.S. Supreme Court, in its interpretation of the 14th Amendment's due-process clause, has instituted the doctrine of incorporation meaning that most of the guarantees in the Bill of Rights also apply to state and local governments.

Many of the rights held by American citizens protect the ability to participate in the political process (e.g., speech, press, assembly, petition, suffrage, hold public office).

There are general responsibilities of citizenship (e.g., respecting the rule of law, paying taxes and fees, accepting responsibility for one's actions). There also are responsibilities associated with the exercise of particular rights. Examples include:

- Entitlement to privileges and immunities – respecting the rights of others;
- Right of free speech – engaging in civil discourse;
- Right to bear arms – receiving firearms training;
- Right to jury trial – serving on juries; and
- Right to vote – becoming informed on public issues.

Instructional Strategies

Students can examine instances of the use of rights to engage in political and public policy processes (e.g., political campaigns, efforts to influence the legislative process). Students also can examine contemporary issues which impact the exercise of rights (e.g., instances of "hate speech," the impact of reapportionment on legislative districts).

Diverse Learners

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Instructional Resources

Center for Civic Education
http://www.civiced.org/

The Bill of Rights Institute
http://www.billofrightsinstitute.org/

National Park Service: We Shall Overcome
http://www.nps.gov/history/nr/travel/civilrights/learnmor.htm

Connections

Citizenship also entails service to the nation which guarantees the rights of the people. This may include military service, community service and serving in public office. Individual rights are relative, not absolute. The exercise of rights must be balanced by the rights of others and by the common good. **Expectations for Learning** Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.	
Essential Questions	

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Role of the People*** The government of the United States protects the freedoms of its people and provides opportunities for citizens to participate in the political process.
Content Statement	***17. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.***

Content Elaborations

The U.S. Constitution guarantees rights to the people of the United States. Historically, despite those guarantees, certain groups of people have not been able to fully exercise their rights. Over time, the U.S. government has taken actions to ensure the free exercise of rights by all people and to protect their ability to participate in the processes of governing.

For instance, the ratification of the 19th Amendment guaranteed suffrage to all women and the ratification of the 24th Amendment eliminated the failure to pay taxes as a reason to deny participation in voting for federal officeholders. The executive branch used National Guard troops to help integrate schools and used the Department of Justice to bring charges against violators of open housing legislation. The legislative branch enacted a series of civil rights acts and voting rights acts in the second half of the 20th century. The U.S. Supreme Court, through the process of incorporation, has used the due process clause of the 14th Amendment to apply most of the federal Bill of Rights to the states.

Expectations for Learning

Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to that group of people.

Instructional Strategies

Have students investigate the civil rights movement of the 1950s and 1960s. Have them consider the resulting achievements and their impact on current civic life.

Have students discuss how the passage of the Civil Rights Act of 1964 helped open access to more elements of American society and provide more opportunities to minorities.

Have students discuss how the laws passed in the 1960s by the Congress (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965), executive acts (e.g., integration of the military, affirmative action programs) and Supreme Court decisions (e.g., *Brown* v. *Board of Education*, *Regents of the University of California* v. *Bakke*) helped enforce the rights addressed by the 14th and 15th Amendments.

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Connections

Essential Questions

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Ohio's State and Local Governments*** The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.
Content Statement	***18. The Ohio Constitution was drafted in 1851 to address difficulties in governing the state of Ohio.***

Content Elaborations

Under Ohio's original constitution, the General Assembly was the preeminent branch of the government. Key judicial and executive officers, other than the governor, were appointed by the legislature and were not elected by the people of Ohio. The governor, although an elected official, had few specific powers. The Supreme Court, which was required to meet once each year in every county, found it difficult to meet its obligations. In addition the state was burdened with a significant amount of debt.

The Constitution of 1851 provided that major executive officials and all judges were to be elected by popular vote. While the powers of the governor were not significantly increased, legislative powers to enact retroactive laws were prohibited and all laws of a general nature were required to be uniform throughout the state. District courts were added to the court system to reduce the burdens upon the Supreme Court. The new constitution instituted debt limitations, banned poll taxes and required that tax funds be used only for their stated purpose.

Expectations for Learning

Provide examples of how the 1851 Ohio Constitution addressed difficulties in governing Ohio at that time.

Instructional Strategies

Diverse Learners

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Instructional Resources

Ohio Secretary of State
http://www.sos.state.oh.us/SOS/publications.aspx
The Ohio Constitution is available on this site in electronic format.

Connections

Essential Questions

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Ohio's State and Local Governments*** The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.
Content Statement	***19. As a framework for the state, the Ohio Constitution complements the federal structure of government in the United States.***

Content Elaborations

The government of the State of Ohio fits within the federal structure of government. The Ohio Constitution must be consistent with the basic principles outlined in the U.S. Constitution (Article VI). The Ohio Constitution outlines the powers and functions of state government and provides the context for local government in the state.

Expectations for Learning

Determine how the Ohio Constitution complements the federal structure of government in the United States and compare the structures, powers and relationships between both levels of government as defined in the Constitution of Ohio and the Constitution of the United States.

Instructional Strategies

Diverse Learners

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Instructional Resources

State of Ohio Websites
http://ohio.gov/
http://ohio.gov/government/

Local Government Directory
http://www.statelocalgov.net/state-oh.cfm

Ohio Local Government Structure and Finance – Bulletin 835
http://ohioline.osu.edu/b835/index.html

Connections

Essential Questions

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Ohio's State and Local Governments*** The State of Ohio acts within the framework of the U.S. Constitution and extends powers and functions to local governments.
Content Statement	***20. Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.***

Content Elaborations

Ohioans can assist government in addressing problems affecting the state and local communities. Involvement at the state level can range from paying taxes to serving in the National Guard, running for state office, voting and signing petitions to place issues on the ballot. Involvement at the local level can range from organizing civic activities to attending meetings of local boards and commissions, joining community watch groups, and serving in a volunteer fire department.

Expectations for Learning

Identify and explain roles that Ohio's citizens can play in helping state and local government address problems facing their communities.

Instructional Strategies

By examining how Ohioans can assist government in addressing problems, opportunities are opened for students to engage in activities related to civic involvement identified earlier in the coursework.

Participation in local community activities can be part of a senior project.

Students can participate in mock governmental activities to demonstrate different roles of township government, school district governance, etc.

Have students attend meetings of local government and, based on a set of guiding questions, report on proceedings to the entire class. Have the class discuss the issues addressed in the meeting reports.

Examine how a local political entity functions, how a citizen can affect change through this entity, and have students take an issue and research a possible resolution through this entity.

Diverse Learners

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Instructional Resources

State of Ohio Websites
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Local Government Directory
http://www.statelocalgov.net/state-oh.cfm

	Ohio Local Government Structure and Finance – Bulletin 835 http://ohioline.osu.edu/b835/index.html **Connections**
Essential Questions	

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Public Policy*** Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.
Content Statement	***21. A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.***

Content Elaborations

Public policy issues are matters of discussion and debate related to the functions of government. They frequently revolve around problems the government is attempting to address and the projected consequences of public policy decisions.

Examples of public policy at different levels of government by different branches of government include:

- Federal Executive – the Department of State, which advises the president on foreign policy and directs activities of embassies in foreign countries;
- Federal Legislative – the Congressional Budget Office, which provides analyses of economic and budgetary data;
- State Legislative – the Ohio Legislative Service Commission, which assists in drafting legislation;
- State Judicial – the Ohio Courts of Common Pleas, which apply sentencing guidelines for convicted felons; and
- Local Legislative/Executive – County commissions, which determine and grant tax abatements.

The complexity of public policy issues may involve multiple levels and branches of government. These levels and branches may engage in collaboration or conflict as they attempt to address public policy issues (e.g., 2010 Federal Race-to-the-Top education grants, the cleanup of the 2010 BP oil spill in the Gulf of Mexico, Arizona's planned enforcement of immigration laws in 2010).

Instructional Strategies

Developments related to public policy issues can be followed via various news media.

Diverse Learners

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Instructional Resources

League of Women Voters of Ohio (LWVO)
http://www.lwvohio.org/

Smart Voter/ LWVO
http://www.smartvoter.org/oh/state/

Connections

Expectations for Learning Analyze a public policy issue in terms of collaboration or conflict among the levels of government involved and the branches of government involved.	
Essential Questions	

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Public Policy*** Federal, state and local governments address problems and issues by making decisions, creating laws, enforcing regulations and taking action.
Content Statement	***22. Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.***

Content Elaborations

Individuals and organizations engage government officials on public policy using several methods. Individuals and organizations can:

- Campaign for candidates who will support their positions once in office;
- Provide information to executive branch officials on the impacts of potential rules and regulations;
- Lobby members of a legislature;
- Provide testimony before legislative committees;
- Prepare briefs to present during judicial proceedings;
- Offer comments during public meetings;
- Conduct letter-writing campaigns; and
- Hold public demonstrations.

Individuals and organizations must know the proper level and branch of government to engage at the various stages of making public policy.

Expectations for Learning

Take different positions on public policy issues and determine an approach for providing effective input to the appropriate level and branch (agency) of the government.

Instructional Strategies

By examining the role individuals and organizations play in helping to determine public policy, opportunities are opened for students to engage in activities related to civic involvement identified earlier in the coursework. This could serve as a senior project.

Have students work collaboratively to identify a public policy issue, identify the appropriate level of government to address the issue, the appropriate agencies involved, and identify appropriate local, state and/or federal officials to contact about the issue.

Diverse Learners

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Instructional Resources

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Connections

Essential Questions

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Government and the Economy*** The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.
Content Statement	***23. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.***

Content Elaborations

Fiscal policies fall into two broad categories: expansionary policies (involving increased government spending and reduced taxes) to increase the level of aggregate demand and contractionary policies (involving decreased government spending and increased taxes) to decrease the level of aggregate demand.

There are difficulties in using fiscal policy to maintain economic stability and foster economic growth. Much government spending is fixed (e.g., entitlement programs), so only a small portion of the federal government's budget is discretionary. Predicting the impact of spending and taxing is difficult as is predicting future economic performance. Government spending and taxing does not produce immediate results and economic conditions may change; thus, expansionary policies could result in inflation and contractionary policies could result in recession. Coordinating federal spending and taxing with monetary policy and with state policies is difficult and may be contradictory. Fiscal policy is subject to political pressures; in the past, expansionary policies have tended to be popular and contractionary policies have tended to be unpopular.

The imposition of government regulations may foster economic benefits such as prohibiting unfair business practices and providing consumer protections. Government regulations may carry costs such as reduced corporate profits and slower economic growth.

Instructional Strategies

Have students research historical examples of government spending or tax policy, such as the Works Progress Administration (WPA), the GI Bill and the George W. Bush administration's tax cuts. A follow-up report should describe how effective each example was in supporting and stimulating the economy. Examples include the:

- WPA and how well it enhanced infrastructure;
- GI Bill and how well it educated groups of young people and enabled new homeowners; and
- Bush tax cuts and how well they increased consumer spending.

Diverse Learners

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Instructional Resources

Connections

Expectations for Learning Explain how the federal government uses spending and tax (fiscal) policy to effect changes in the nation's economic conditions. Examine applications of government regulation and determine a cost and benefit of each application.	
Essential Questions	

American Government

Theme	***How the American people govern themselves at national, state and local levels of government is the basis for this course. Students can impact issues addressed by local governments through service learning and senior projects.***
Topic	***Government and the Economy*** The actions of government play a major role in the flow of economic activity. Governments consume and produce goods and services. Fiscal and monetary policies, as well as economic regulations, provide the means for government intervention in the economy.
Content Statement	***24. The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.***

Content Elaborations

Monetary tools employed by the Federal Reserve System to regulate the nation's money supply include:

- Open market operations (purchase and sale of government securities);
- Adjusting the discount rate (interest rate on loans the Fed makes to financial institutions); and
- Adjusting the reserve requirement (required reserve ratio – the fraction of deposits that banks must keep on reserve and not use to make loans).

Purchasing government securities, reducing the discount rate and reducing the reserve requirement all serve to increase the money supply, decrease interest rates, encourage consumer and business spending, and foster economic expansion.

Selling government securities, increasing the discount rate and increasing the reserve requirement all serve to reduce the money supply, increase interest rates, depress consumer and business spending, and foster economic contraction.

Expectations for Learning

Explain how the Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

Instructional Strategies

Select one of the tools used by the Federal Reserve and then discuss the reasoning behind the use of the tool in a given set of economic conditions, how the particular use of the tool impacts the actions of banks, and the intended result for the particular use of the tool.

Diverse Learners

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Instructional Resources

Connections

Essential Questions